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ABSTRACT

This monograph presents the papers and addresses of the Sixth Rochester Institute, an annual joint staff development effort of Rochester Community College and the University of Minnesota. W. Wesley Tennyson and Sharon Stroh present a case for career development education to be used as a fulcrum to swing education further towards humanistic rationales. Erika C. Boehm presents a humanistic methodology for achieving more effective teaching. Joe Parks presents a way to teach minority literature. Euguen G. Hallongren describes a program allowing credit by demonstrated competence, and Susan W. Broberg describes a way to deal with the clinical evaluation of nursing students. The three major addresses presented at the coordinate Symposium include: Richard Richardson's examination of the assets to be used in the crucial years facing two-year post-secondary institutions; Michael Paradise's description of the totally individualized instructional approach attempted at Nebraska's Central Technical Community College; and John Megger's examination of the problem of tuition as it relates to life span development. (Author/NHM)

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The Two-Year Post-Secondary College Student and Life Span Development

Rochester Center
Continuing Education & Extension
UNIVERSITY OF MINNESOTA

JC 760 292

THE TWO-YEAR POST-SECONDARY COLLEGE STUDENT

AND

LIFE SPAN DEVELOPMENT

A report of an institute held June 1975
under the joint sponsorship of:

Rochester Community College, Rochester, Minnesota;
University of Minnesota, Rochester Center; and The
Division of Educational Administration, University
of Minnesota -- Twin Cities

Edited By:

Don A. Morgan
College of Education
University of Minnesota

Included are papers presented by the resident faculty of The Rochester Institute, authorities invited to make presentation at the related Symposium, and exemplary papers presented by the Institute students

March 1976

University of Minnesota
The Rochester Center
Rochester, Minnesota

Other publications of the Rochester Institute are available for purchase. These should be ordered through Dr. Dean L. Swanson, Associate Director, University of Minnesota, Rochester Center, 2120 East Center Street, Building #4, Rochester, Minnesota 55901.*

1. The Two Year College Student - UNREST (1970) Price: $1.50
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PREFACE

"Life Span Development" as an on-going two-year post-secondary institutional responsibility was the topical concern selected for the Sixth Annual Two-Year Post-Secondary Institute held at Rochester Community College, Rochester, Minnesota in June of 1975. This selection was heavily supported by the resident faculty of The Rochester Institute, and it was a most fitting addition to the concerns treated previously by that Institute.

One principal outcome of The Rochester Institute each year has been a monograph which presents select aspects of what has transpired. Since 1972 these monographs have been accepted into the ERIC circulation system, and they are listed by title and ERIC order number on the back of the title sheet, page ii.

The instructional program of The Rochester Institute was treated in some depth as Chapter Nine of Monograph No. 4: The Two Year College Student and Community Services, and the reader is referred to this chapter the better to understand Chapter One of this monograph---though the latter is written to stand by itself. Chapter One here discusses the significance of The Rochester Institute as a joint staff development effort---where joint refers to what a community college (Rochester) and a graduate school (University of Minnesota) can do if there are determined people to put it together.

Chapter Two, by Tennyson and Strom, really sets the tone of the Sixth Institute. They note that post secondary educators continue to search for a fulcrum to swing education further towards humanistic rationales, and they lay a strong case for Career Development Education to be used as that fulcrum which can "...lever up motivation, aspiration and involvement".

Section B - Chapters Three through Six, pick up on the charge of Tennyson and Strom in the humanistic arena. Institute participants wrote papers as Institute coursework requirements, and four have been selected for publication. They deal with: a humanistic methodology; the question of teaching minority literature; a program allowing credit by demonstrated competence; and a way to deal with the clinical evaluation of nursing students. The emphasis of the writers is clearly on the needs and interests of students---all kinds of students.

Section C includes the three main addresses presented at the coordinate Symposium---held at mid-week of the Institute. The three presenters are all well known two-year post-secondary institution administrators. Richardson of Pennsylvania sets the stage by examining the assets to be used in the crucial years facing two-year post-secondary institutions. Paradise, of Nebraska, details the totally individualized instructional approach one technical-community college has attempted, and Meggers of Wisconsin relates the problem of tuition as it relates to "life span development".

ACKNOWLEDGEMENTS

Though mention is made in Chapter One of the centrality of Rochester Community College to the whole of The Institute, acknowledgement of this institution here is also appropriate. In particular, thanks are given to the unwavering support of President Charles Hill. Though members of the resident faculty have increasing in-put, it is usually left to Charlie to suggest the main speakers at the Symposium and to guide general direction regarding the topical theme to be pursued by the whole of The Institute. Charlie is also the official greeter on the Sunday orientation session.

The contributions of Dr. Dean Swanson, Associate Director of the CEE Center of the University of Minnesota at Rochester are central to its success. The support also of Dr. Russell May, Director of the CEE Center

is necessary and has been greatly appreciated. Swanson, connected with the Institute since 1970 and working since 1974 under the general guidance of May, has taken a central part each year in the Symposium as the toastmaster but more critically as the supervisor of those administrative processes necessary to the offering of such a complicated affair. Swanson is assisted each year in particular by Judy Scherr and Lucile Smith with Kathy Musolf and Margie Suhr playing important roles.

None of the afore-mentioned individuals can be held responsible for the final form of this monograph. Editing is a demanding task, and one difficult to perform to the satisfaction of all involved. Errors inevitably occur, and these must be held as the responsibility of the perniciousness of unpredictably and the fallibility of the editor. Editing has been held to the minimum possible in most instances, the better to retain the spirit of the original presentations.

Don A. Morgan
University of Minnesota
February 1976

SECTION A

THE ROCHESTER INSTITUTE FACULTY

SELECT PAPERS

CHAPTER ONE

JOINT STAFF DEVELOPMENT---THE HARD WAY

by

Don A. Morgan*

INTRODUCTION

In the presence of substantial and persistent obstacles and in spite of a local climate imposing limitations, a successful and growing community college joint staff development program exists in Minnesota. It is a joint effort of Rochester Community College and elements of the University of Minnesota. It is supported totally by "hard" money, and it is one approach other states might wish to emulate in meeting some of the problems which crop up when an attempt is made to launch such joint institutional efforts.

Referred to here, as in practice, simply as The Institute, it bears the full title of The Rochester Institute on the Two-Year Post-Secondary Student. It has been offered each June since 1970, and it is calculatedly geared to national interests of a topical nature.

Initial success is thought to be tied or related to the support of a community college which hosts the affair and the involvement of outstanding national figures and authorities in the two-year college field. Emphasis has shifted the past two years to emphasizing the instructional portion of the

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week-long effort. Continued success is thought to lie very closely to the quality of instruction.

BRIEF HISTORY

The first such Institute, in 1970, attracted 46 registrants to two back-to-back workshops taught by a single professor, the writer. The participants were drawn principally from the Upper Midwest states. For the 1975 Institute, the subject of this monograph, over 140 participants from 26 states were able to choose one or two workshops or practica from eight different possibilities or they could merely attend the coordinate Symposium which continues to feature national authorities---see Section C of this publication.

Instructional offerings are now regularly made available in the fields of administration and student personnel services---the latter concentrating on activities and unions, counseling, career development, human relations and select vocational education areas of emphasis. There have been additional offerings from year to year in graduate nursing, English and the humanities.

SIGNIFICANCE OF CONTINUATION

The continued existance of this Institute, and its modest success, can be attributed in large part to the practice of involving Rochester Community College as a full partner in the planning for and executing of the June program. The result has been that the mix of graduate credit bearing workshops, practica and field studies combined with the Symposium are all anchored within the realms of needs and possibilities of two distinctly different institutions ---the community college and the graduate school.

It is also regarded as significant that The Institute is grounded on the firm, if difficult to establish terrain, of hard money. Not a cent of foundation or other soft money has ever been attached to it. Registration fees pay for faculty, resource persons, and administrative costs.

The resident faculty for The Institute are selected exclusively from the graduate faculty of the University of Minnesota. This selection is a continuing trial-and-error method using the hardest-nosed evaluation possible---can the faculty reach the customer and deliver something of value. Continued enrollments are essential, but small seminar size offerings have been offered two and three years running if the content and delivery meet the needs and expectations of both planners and participants.

THE PRINCIPAL PROBLEMS

Globally, graduate schools do not reward professors who engage too heavily in field work or in teaching. Secondarily, there is a long-standing conviction, largely unproved and held more strongly in some states than others, that universities do not understand community colleges and often do not even wish them well. This last situation has been complicated afresh by the recent competition between degree granting and non-degree granting institutions for enrollees.

In Minnesota, for example, the Chancellor of the Community College System recently read in the newspaper of a decision reached by the University of Minnesota which could substantially influence community colleges. The example was the Dean of the College of Liberal Arts (CLA), a division of the University dealing with the majority of lower division students enrolled, announced changes in the admission requirements of CLA. Though in this instance it could mean more students for the community colleges transfer programs, it could have been the opposite, as it often has been. The point is that there was no communication from the "senior" to the "junior" with resultant increases in historic levels of paranoia among the "juniors".

It should be also observed that Minnesota does <u>not</u> have a large community college system. The principal reasons for this is thought to be the result of the trifurcation of the two-year post-secondary efforts of the State:

(1) there are over 30 post-secondary single district or multi-district K-12 organized and operated vocational technical institutes; (2) there exist three two-year post-secondary branches of the University with the last created as late as the early 70's; and (3) there are 18 public community colleges operating within a highly centralized State system which has a single policy making board.

Additionally, there is strong evidence that the academic departments of the University view the community colleges as a simple expedient dumping ground for graduates during those stressful periods of a bearish academic market for new Ph.D.s. There is little, if any, effort of these departments to train products able to cope with the specific and real problems of the community colleges---gaining the services of faculty who can and will teach as a first priority.

The total climate of "Big Daddy" and a welter of competing two-year post-secondary systems has made it difficult for the two year systems outside the University to accept efforts of the University to help them as bona fide. The Rochester Institute has been able to avoid as much of this conflict-producing situation as it has simply in that individuals at Rochester Community College and the University of Minnesota work closely with each other and have developed a base of trust.

SECOND GENERATION "SPIN-OFFS" FROM THE INSTITUTE

Using the administration and faculty of The Institute, it has become possible to accommodate additional and specific two-year post-secondary staff-development-need requests. The most recent example of this second generation of offerings was a workshop treating problems associated with competency-based education as related to community college efforts. Resource persons were drawn from five community colleges in Minnesota, a State university, the University of Minnesota Graduate School and the National Institute

of Education. Thirty-five participants registered. Nearly all participants came from faculty ranks of six Minnesota community colleges and one private degree-granting institution. The larger number were nursing faculty who are bent on designing competency-based programs of their own and anxious to learn not only "why" but "how".

CONTRIBUTIONS TO THE LITERATURE

Each of the previous three monographs resulting from the Institute have been accepted by the ERIC distribution system. They have, collectively, presented such contributors as Lombardi, Cosand, Masiko, Charles Hurst, Jr., Parnell and O'Bannion.

CONCLUSION

The Institute is generalizable to other situations. Recommendations are possible from the experiences of planning, executing and evaluating the outcomes (a function performed by The Rochester CEE Center of the University of Minnesota) of this significant joint staff development program. What has occurred could be especially helpful as a model. Particularly, it might help those in large, and seemingly indifferent, universities who wish to work with those in community colleges willing to work with (what has seemed often to be) representatives from an indifferent "monster". The common ground needed, quite simply stated, is on-going programs of staff development for the two-year post-secondary systems. They must be offered within the framework of the real needs of post-secondary institutions as perceived by them and not the real needs of them as perceived by most universities.

The joint staff development venture of the Rochester Community College and the University of Minnesota is significant as it blends the "real" worlds of two distinctly different American educational institutions---the graduate school and the two-year post-secondary system---without either being regarded

as "senior" or "junior". That is has been done on "hard" money signifies that the needs are indeed real. Fortunately, this joint staff development program, done the "hard" way, has also been fun.

CHAPTER TWO

CAREER DEVELOPMENT EDUCATION: THE LINK BETWEEN THE HEAD AND THE HAND

by

W. Wesley Tennyson and Sharon M. Strom*

Contemporary educational practices prepare individuals to deal with static, well-defined problems in a relatively stable environment (e.g., buy today's products, do today's jobs, etc.). But we live in a world characterized by increasing complexity and accelerating change. In such an environment individuals must deal constantly with new, unforeseen contingencies. Increasing numbers of young and old, disadvantaged and mainstream, minorities and "majorities", are disenchanted with the higher education they receive (Cross, 1973), believing that it is not relevant to the changes they perceive. Like the disgruntled factory worker, they express dissatisfaction with their job---the job of learning.

Two messages come through loud and clear. First the students seem to be saying, "Give us a more human environment; give us humanizing relationships. We are tired of all the defensiveness and evasion. We are tired of the game playing, the role playing, and the competitiveness. We want to be human, and we want an environment that will allow us to be human". Secondly, they are also saying, "Give us a more functionally relevant environment; make

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what we learn have meaning; let us participate in reality; provide us purposeful experience that contributes to our self-development". School life for many is apparently characterized by discontinuity, by pieces of experiences which never merge together in the development of a meaningful sense of self.

The pronouncements of these students carries the basis for a broadened concept of disadvantaged, one which would include all who are denied what they need for fulfillment of their human potential. This definition may seem unusually broad to some educators, but attention needs to be re-directed toward the full spectrum of those who are educationally deprived. The individuals with whom we are concerned come from all ability levels and all social levels. They seek further education but lack purpose and direction. They show marked lack of real involvement in the content of their academic experiences. Curiosity and interest seem to be missing---they appear bored and no longer eager to seek information, to solve problems, to learn. Many of these students display work habits that are underdeveloped. They depend on others for answers to questions and rules for behavior. They let others make their decisions for them. Furthermore, tendencies toward self-depreciation and low self-concept are apparent. They view the world as fixed and do not see themselves as masters of their own destiny.

In trying to provide for these students, post-secondary educators continue to search for a fulcrum on which to lever up motivation, aspiration, and involvement. Career development concepts and programs hold some promise for helping individuals develop the personal, social and work competence needed to meet change and uncertainty creatively and in harmony with others. Grede (1975) suggests that emerging post-secondary model emphasizing lifelong learning and non-traditional alternatives could provide the vehicle for coordinating comprehensive career education networks.

THE PROBLEM

Why are there so many individuals who are unable to use what they learn? While factors in the local and national community may fuel the problem, more often than not its roots are found in the school itself---in the curriculum, in internal classroom operations, in the tasks students are asked to complete (Feldman, 1969). Students become disadvantaged because the school presents a curriculum which is predominately academic and cognitively oriented; a curriculum whose style and processes are foreign to the environment and experience of some individuals; a curriculum that is largely removed from the real world outside the four walls of the school. In the content-learning method of education, students are rewarded for soaking up bits of predigested information to be given back on exams. They are discouraged from active questioning of teacher or book authority. As Postman and Weingartner (1969) suggest, learning becomes "the passive reception of someone else's story".

The more or less exclusive use of content-centered approaches creates seious problems for students. Emphasis on cognition and its separation from experience and consequently from affect, does not prepare individuals for skillful management of a changing environment. When rewards accorded by the system---grades, promotion, recognition, etc.---emphasize mastery of cognitive content and discount or even deny the affective component of human development, an individual's intrinsic interest in work and learning are dampened. Such reminders bring sharply to focus the challenge that post-secondary educators must confront: how can learning be structured to link the head and the hand or in other words, interlock the academic, vocational and guidance components of the instructional system?

EXPERIENTIAL LEARNING

Cognitive development in the United States has traditionally been equated with mastery of prescribed content, with "understanding of" or "knowledge about" a variety of academic subjects. The cognitive orientation encourages (or requires) the individual to reconstruct reality symbolically or abstractly---cognition is removed from the real experience, disconnected from the feeling level of learning (Weinstein and Fantini, 1970). Jerome Bruner (1971) argues further that too much emphasis has been placed upon the structure of knowledge without an adequate application to the problems which confront youth. When we speak about interlocking academic, vocational and guidance components of the instructional system, we are really talking about correlating cognitive and experiential modes of learning, and relating these to the concerns of students.

John Dewey (1964) described the experiential level of learning in the following way:

> To "learn from experience" is to make a backward and forward connection between when we do to things and what we enjoy or suffer from things in consequence. Under such conditions, doing becomes a trying; an experiment with the world to find out what it is like; the undergoing becomes instruction---discovery of the connection of things...Experience is primarily an active-passive affair; it is not primarily cognitive.

The existentialist would go a step beyond Dewey and say that "doing reveals being". Every technique, every tool, every exposure is a way that opens up the world---not only the world out there, but the world of self as well. In short, the experiential component in education provides the base by which knowledge can be related to an affective state in the learner. Wants, interests, joys, satisfactions, moral and esthetic sensibilities,... growing out of experience with the world, and particularly with the world of work, contain the seeds of motivation.

But there is a very practical reason for considering a stronger experiential component in education. A growing body of literature indicates that many individuals, irrespective of social class, learn best in situations that are nonverbal, concrete, inductive, and kinesthetic. When they are provided opportunities to design, to try out, to fabricate and to see and smell real work situations, they acquire the characteristics of fully developed, self-motivating learners.

An adaptation of Edgar Dale's (1954) well-known Cone of Experience shown in Figure 1 is useful for understanding the factors involved. It summarizes very simply interrelationships between various media and learning processes. The cone represents increasing levels of abstractness as one proceeds from direct experience. Thus, at the top, verbal symbols are most abstract and least related to direct experience.

Fantini and Weinstein (1969) argue that to meet the needs of many learners, we need a "contract" curriculum which provides opportunities for students to participate in direct reality.

The words of Marvin Feldman (1969) make considerable sense, namely: "that a lively renewal of American education could emerge out of vocational education, broadly conceived". Academic or general education purports to teach for life, but it needs the "experience base" which vocational education can provide to get a little closer to life. As Feldman has stated, "To say that vocational education must become the principal core of modern curriculum is to say only that the remainder of the curriculum must be more fully and more consciously related to the place of individual talent in human life". It is not necessary or desirable to abolish general or academic education to achieve the comprehensive school, but there is an urgent need to interlock the several components of the instructional system in ways that lead to a whole new delivery system.

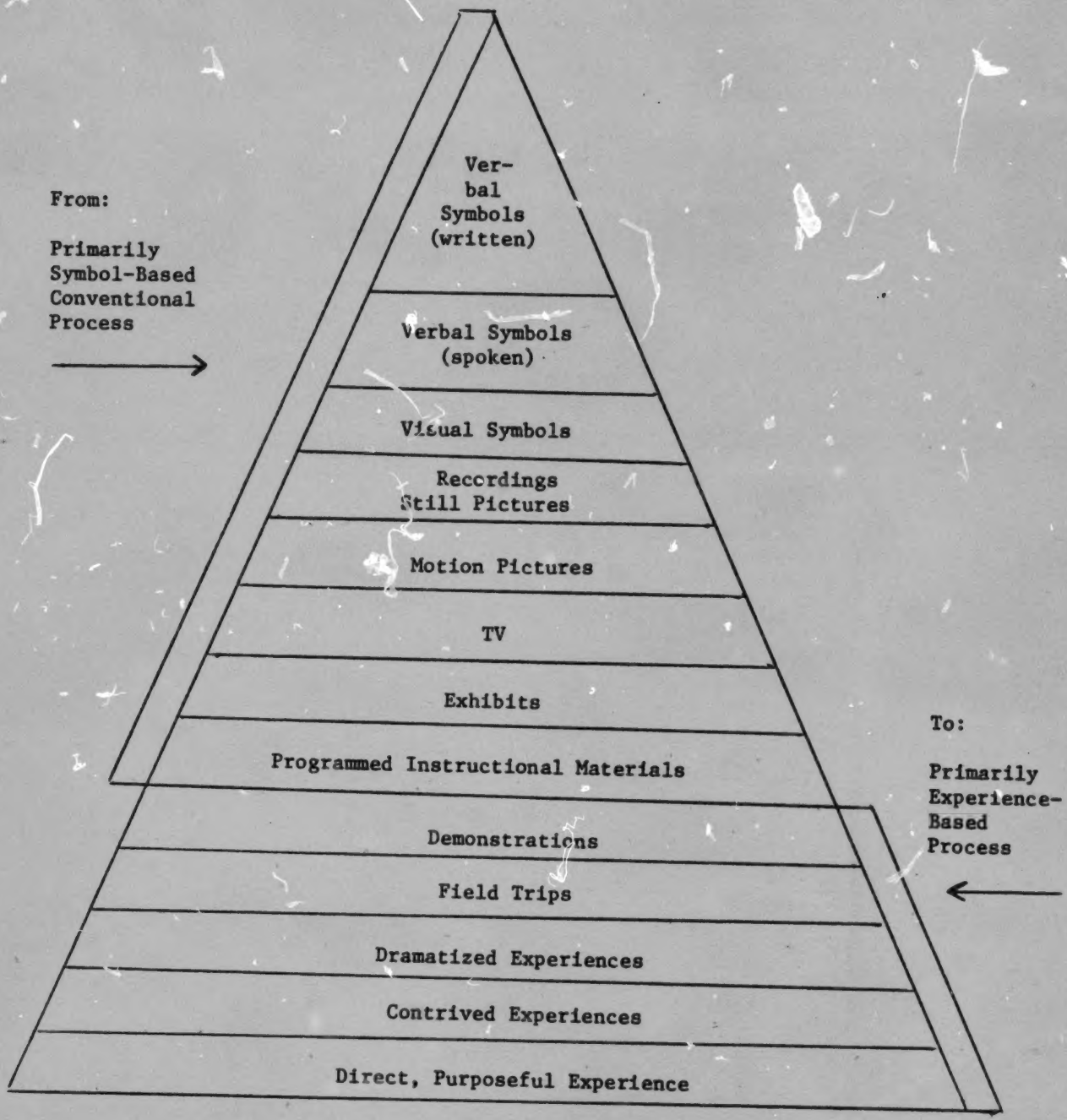

Figure 1

CONE OF EXPERIENCES*

*Adapted from Edgar Dale, Audio-Visual Methods in Teaching. New York: Dryden Press, Revised Edition, 1954, p. 43.

CAREER DEVELOPMENT EDUCATION

Linking the head and hand through instruction will require a set of organizing ideas selected in consideration of concerns of the learner rather than traditional subject matter. Attention must be given, first, to what we are about in education---our goals and purposes. Unfortunately, the goals of today's school often do not extend beyond those subjects that have succeeded in establishing themselves in the curriculum.

John Gardner (Gardner, 1961) has suggested that the one over-riding goal of education should be self-development. He believes that self-development consists of two processes. The first is a process of developing potentialities, skills and abilities. For the majority of students, this process has centered in the cognitive teaching-learning pattern described earlier. While vocational education has a rich contribution to make in developing talents, its input has been limited to the relatively small number of students it serves.

Gardner sees a second process to be that of discovering self---an awareness of one's abilities, interests, values, motivations, and particularly the meaning of events in one's life and environment. This is a process which necessarily draws heavily upon the guidance component. Essentially it consists of relating both cognitive and experiential learnings to the student's personal concerns. In this process, didactic and experiential content serves as a means to get the students to think about themselves and their own aims and to understand their relations to fellow man and larger purposes. A concerted effort is made to bring learning to the affect or feeling level. It cannot be emphasized enough that unless knowledge is related to an affective state in the learner, the likelihood that it will influence behavior is limited. Gardner further states his belief that the school has done little with this second process of self-discovery. Perhaps that is the reason some students say "School is phony---it has nothing to do with life as we know it".

Few educators would quarrel with Gardner's suggestion that self-development should hold pre-eminence as a goal for education. But its translation remains nebulous. Achievement of the goal requires a conceptual framework which at once suggests methods and strategies for reaching the goal and at the same time enhances the meanings attached to the goal. Among the conceptual frameworks available at the moment, career development education, based upon theory and research in human development, offers some of the organizing principles and ideas for interlocking the academic, vocational, and guidance components of instruction.

SUMMARY

The concept of career development education, though variously defined, should focus on student concerns that transcend the subject disciplines---concerns of the learner around which curriculum content and specific programs can be built. There is a danger in defining career development as occupational information per se, or in terms of orientation to or exploration of occupational clusters. History has shown that occupational information taught as an end in itself is ineffective in motivating young people, or even in clarifying their phenomenological world. The aim of career development education should not simply be to teach the world of occupations, but to utilize the stimuli which this rich world of work can provide in helping young people clarify self.

While many people presently assume the existence of a generation gap, the concerns of youth in thie period of rapid societal change are not much different from the concerns of adults. These concerns, classified by Weinstein and Fantini (1970), characterize the human condition of all age levels. They are:

1. Concern about self-image. ("How can others like me when I don't like myself?" "I must be different than others.")

2. Concern about disconnectedness; a wish to establish a connection with others, with the world of work, or with society at large; to know where one fits into the scheme of things. ("Why should I listen to my parents? Look at the way they live!" "In order for me to get educated, I gotta be like you!")

3. Concern about control over one's life. ("It's no use trying, there's nothing you can do about it." "What can I do?" "To hell with the establishment, how can anyone cope with it anyhow?") This is the attitude: we can do nothing, so leave it alone.

Career development educators are concerned about building a curriculum that is process-centered. Such a curriculum provides real experiences which enable students to relate why they are learning cognitively to their own concerns; it offers them choices, responsibility for outcomes, and a chance to evaluate results; it gives students opportunities to search, inquire, try out, and create their own products.

This kind of curriculum becomes student-centered education. Students become resourceful and flexible in dealing with the world around them (Schroder, Karlins, and Phares, 1973). They discover their identity and develop powers to cope with the conditions of their existence through acquiring, as Bruner suggests, a sense of vocation (Goldhammer, 1973).

CONCLUSION

Effective career development education programs utilize all levels of relevance---student concerns about themselves and their relation with the world; student knowledge and feelings about their experience; student levels of career maturity. The two-year post-secondary center, through cooperative arrangements with business and industry and other educational institutions, is in a most favorable position to use career development concepts in integrating the academic, vocational, and guidance components of instruction. Such centers could reduce the fragmentation and unnecessary duplication which now exists

in higher education. Wisdom dictates that we carefully examine the possibilities in terms of the consequences each has for all kinds of students. To do so will keep post-secondary education vital and flexible.

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SECTION B

EXEMPLARY PAPERS FROM INSTITUTE PARTICIPANTS

CHAPTER THREE

A HUMANISTIC APPROACH TOWARDS MORE EFFECTIVE TEACHING

by

Erika C. Boehm*

INTRODUCTION

Teaching from a humanistic point of view becomes a facilitating process. The teacher assists students to discover themselves and the world around them, encourages them to explore new areas of interest and rewards creative efforts. The teacher is a fellow learner and is open to the possibility of learning from students; in fact, teachers see each person as a potential teacher.

Humanistic values and attitudes do not just happen---they can and should be taught. We all care about others in general, just as we are all accountable in general. Caring, like accountability, needs to be targeted, made specific. The need is for disciplined caring.

In order to accomplish this goal, teacher education programs should include a set of experiences designed to enable the teacher to develop competency in caring; that is, he should get professional training in a variety of experiences, for example, cross-cultural experiences, experiences with exceptional students, remedial students, vocational-technical experiences and experiences with other community agencies engaged in educational enterprises. Humanistic education should be not only concerned with what happens in the classrooms, but it should also be concerned with professional preparation which leads to the professionals being humane.

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With this goal in mind, two books are examined critically which deal with this subject---one extremely practical in its intent, and the other more theoretical in its approach. Both of them are thought to be valuable instruction and inspiration for a humanistic approach to teaching.

GORDON AND ROGERS

Teacher Effectiveness Training, as defined by Gordon on the title page of the Teacher Notebook, is "...an educational experience for those who want to develop more effective interpersonal relationships and more productive classroom climates." Gordon's book, Teacher Effectiveness Training, (Wyden, 1975) consists of basic philosophy, methods, and skills to be practiced in the classroom. Gordon (in collaboration with Burch) suggests also that teachers practice these techniques outside of the class situation using his suggestions from the companion teacher notebook.

Gordon does not concern himself with the school as an institution nor with curriculum, texts, etc. His greatest concern is what he sees as basic and vital to all systems of education---the relationship between teacher and student. Essentially, what Gordon sees happening in the conventional classroom is a hopeless kind of entropy which stifles any kind of genuine interaction or human relationships. He cites many contemporary educators who have been addressing this problem. Charles Silberman, Crisis in the Classroom is a representative sample: "It is not possible to spend any prolonged period visiting public school classrooms without being appalled by the mutilation visible everywhere---mutilation of spontaneity, of joys in learning, of pleasure in creating, in sense of self."

Psychologists like Carl Rogers have urged teachers to strive for these inter-relationships (his Freedom to Learn ideas will be discussed further in this paper), but Gordon gives us some very practical techniques to follow for

achieving such humanistic goals in education. Simply stated, Gordon has come up with some methods for achieving the idealized, abstract goals of Rogers. Essentially what Gordon is advising teachers to do is to change the structure of their classroom talk, from which it will follow, he says, that pupils will change the structure of their talk---all of this leading to vital communication in the classroom.

For example, he says that there are far too many "You-Messages" spoken by teachers and that they should be replaced by "I-Messages." One type of "You-Message" is a statement that disguises what the teacher is feeling by attributing faults to the student. "You are being too noisy" is an example of such a message. Gordon says that what is really meant here is, "I get upset by this kind of noise." By using the latter sentence instead of the former, the teacher avoids putting the student down, gets an important fact about himself into the open, and prepares himself and the student for some reasonable negotiations about the issue.

In general, Gordon urges that the teacher-talk should be descriptive rather than judgmental, predictive rather than prescriptive, and oriented toward problem solving (rather than competition for control). Gordon's method has been unquestionably shown in practice to reduce students' resentment and to increase their productivity. Gordon explicitly rejects classroom situations in which teachers use their considerable power wantonly or in which teachers allow students to control them. He calls his alternative, the No-Lose Method: the teacher refuses to demonstrate his power but won't allow himself to be pushed around either.

What he is talking about, in essence, relates to Carl Rogers' ideas about establishing freedom and dignity in a classroom not only for teachers but also for students. Rogers cites a set of assumptions which are implicit in current education and have proven detrimental to the educational process:

1. The student cannot be trusted to pursue his own learning. The teacher's attitude is one of mistrustful guidance. We look suspiciously on the student's aims.

2. Presentation equals learning. This is evident in most curriculum and lesson plans. It is assumed that what is covered is what is learned.

3. The aim of education is to accumulate factual knowledge. There is a basis or foundation which must be learned before the student can learn on his own. (What about the curve of forgetting?)

4. The truth is known. Textbooks present knowledge as a closed book. The student has little opportunity to explore on his own.

5. Constructive and creative citizens develop from passive learners. This is the main virtue encouraged in conventional classrooms---that of passively learning materials which are presented by the instructor. Yet we claim we want to produce independent thinkers, self-reliant people, and good citizens.

6. Evaluation is education and education is evaluation. It is any wonder that students have blown the importance of grades out of all proportion to the value to what is learned?

Carl Rogers states that a revolution in present systems has to come about because such a system "cannot afford to develop citizens who are passive, whose knowledge is settled and closed, whose ways of thinking are rigid, who have no feeling for the process of discovering new knowledge and new answers." Consequently, he has developed an entirely new set of assumptions (with which Gordon is in agreement) which are relevant to significant, experiential learning:

1. Human beings have a natural potential for learning. Curiosity is natural, need to discover is powerful. The student's desire to learn can be trusted.

2. Significant learning takes place when the subject matter is perceived by the student as having relevance for his own purposes. What material available to him can clearly be seen as helpful in achieving his personal goals, learning takes place with great rapidity.

3. Much significant learning is acquired through doing. When coping with a problem directly, effective learning is likely to occur.

4. Learning is facilitated when the student participates responsibility in the learning process. If you allow the student to choose his own direction, decide on his goals, help him with learning resources, formulate his course of action, then significant learning is maximized.

5. Creativity in learning is best facilitated when self-criticism and self-evaluation are basic, and evaluation by others is of secondary importance. Creativity blossoms in an atmosphere of freedom. External evaluation makes no sense in creative work.

6. Self-initiated learning, involving the whole person of the learner---feelings as well as intellect---is the most pervasive and lasting kind of learning. Learning which takes place only from the neck up is not learning. The whole person, including his emotions, must be taken into consideration.

7. The most socially useful learning in the modern world is the learning of the process of learning, a continuing openness to experiences, an incorporation into oneself of the process of change.

If we understand these principles about ourselves---that we are inconsistent and that we have changing feelings, we realize we are human beings. We do not always have to be accepting to our students. Students prefer honest messages; they can handle unaccepting feelings when teachers send clear, honest messages that match their true feelings. In addition, it will help students to see teachers as real human beings---people with whom they can have an honest relationship.

Some of Gordon's highly practical suggestions concern the typical responses to student messages or behavior (the Dirty Dozen) and he gives his suggestions for alternative categories of response.

There is an extremely important and basic attitude which undergirds Gordon's suggested methods; it is the attitude and language of acceptance. When a person is able to feel and communicate genuine acceptance of another, he possesses a capacity for being a powerful helping agent for the other. His acceptance of the other is an important factor in fostering a relationship in which the other person can grow, develop, make constructive changes, learn to

solve problems, become more productive and creative, and actualize his fullest potential. It is actually a paradox as Gordon points out: when a person feels that he is truly accepted by another, as he is, then he is freed to move from there and to begin to think about how he wants to change, how he wants to grow, how he can become different, how he might become more of what he is capable of being. (And this is precisely the kind of freedom in learning which Rogers speaks of.)

If teachers could learn this attitude of acceptance, it could make them a most influential but benevolent guide in the education process. It is one thing, however, for a teacher to feel acceptance toward his pupils and quite another to make that acceptance felt. Specific skills are needed in order for teachers to demonstrate this attitude. Professional counselors or psychotherapists have learned to do this with their clients through the right kind of talk. It is the same for teachers; how we talk in the classroom will determine whether we will be effective as teachers. Of course, there are nonverbal messages which are communicated via gestures, postures, facial expressions, or other behavior such as non-intervention in another's activities. All too often we make the mistake of giving the typical verbal response to student messages or behavior. Gordon has classified these typical responses into the "dirty dozen":

1. Ordering, Directing, Commanding
2. Warning, Admonishing, Threatening
3. Exhorting, Moralizing, Preaching
4. Advising, Giving Solutions or Suggestions
5. Lecturing, Teaching, Giving Logical Arguments
6. Judging, Criticizing, Disagreeing, Blaming
7. Praising, Agreeing
8. Name-Calling, Ridiculing, Shaming

9. Interpreting, Analyzing, Diagnosing

10. Reassuring, Sympathizing, Consoling, Supporting

11. Probing, Questioning, Interrogating

12. Withdrawing, Distracting, Humoring, Diverting

While on the surface these typical responses do not seem harmful, Gordon effectively demonstrates how they can be destructive by arousing negative feelings such as the need to be defensive, to argue, to counterattack, to feel inferior or angry or guilty. Some of these responses make the person feel untrustworthy or misunderstood or simply frustrated. Gordon suggests there are more effective ways of communicating, such as simple door-openers which are "invitations to say more."

But by far the most effective response to young people's messages is that of active listening. It is a remarkable way to involve the sender with the receiver. Because it keeps the channels open for true communication, it promotes a relationship that is trusting, honest, and warm.

Gordon does point out some of the risks involved, such as the problem of incongruent messages which confuse the receiver, the difficulty of accurate receiving and decoding, the courage it takes to risk sending messages with the possibility of exposing ourselves, and the possibility of leaving ourselves vulnerable and open to change. Effective interpersonal communication requires much inner security.

In order to recognize when it is appropriate to put active listening skills to work, teachers need to hear messages which reveal a problem. When the teacher is sensitive to this active hearing, then he must apply the principle of problem ownership. Active listening is most appropriate when the student owns the problem. It is hard to realize that students' frustrations, puzzlements, deprivations, concerns, and even their failures belong to them, not their teachers. Most of us are inclined to make our students' problems

our own. The important principle to remember is that "active listening" is a powerful method for helping another person solve a problem that he owns, provided the listener can accept the other's ownership and consistently allows the person to find his own solution.

CONCLUSION

Finally, Gordon discusses his "No-Lose" Method of resolving conflicts. It comes as a revelation to teachers, locked in by tradition to either of the "win-lose" power struggle methods of resolving conflicts, that they do actually have an alternative. While this method is easy to understand, teachers usually need training, and practice and coaching to become competent in using it. The alternative is the "no-lose" method whereby nobody loses. Gordon calls it Method III. This method involves six steps including: (a) defining the conflict, (b) generating possible alternative solutions, (c) evaluating them, (d) working out ways of implementing the solution, and (e) follow-up evaluation. Because the no-lose method requires the involved parties to join together in problem-solving, effective communication is a prerequisite. Consequently, teachers must do a great deal of active listening, and must send clear I-Messages. This would be an invaluable tool for a teacher to use in a private conference session, especially when trying to resolve a conflict.

These are, in summary, the primary methods Gordon suggests for achieving honest, vital lines of communication within the classroom. His suggestions are highly practical when compared with those of Carl Rogers in Freedom to Learn, although the goals are the same. Rogers focuses on the facilitation of learning---which is essentially Gordon's objective also. He is concerned also about the conditions which lead to learning and is certain that one of the most important of these conditions is the attitudinal quality of the interpersonal relationships between facilitator and learner. He describes these

attitudes as a genuineness in the teacher, a willingness to be a person, to be and live the feelings and thoughts of the moment. When the attitude also shows a respect and trust for the learner, the climate for learning is enhanced. To this end, Gordon gives some very practical, positive, humanistic methodology.

CHAPTER FOUR

CREDIT BY DEMONSTRATED COMPETENCE:

Paper To Support "A" Tract Project

by

Eugene G. Hallongren*

INTRODUCTION

This report will cover the period between July 1, 1973 to June 30, 1974 and will be divided into four sections that parallel the report of last year. It is intended to assist the reader in understanding the focus of the program and its outcomes during the year, as well as, making comparisons to the data of the previous year.

ESTABLISHMENT OF CREDIT BY DEMONSTRATED COMPETENCE PROGRAM

The Credit By Demonstrated Competence Program is a community service aimed at reaching people within the community who have gained demonstrable skills and knowledges from their life experiences. They may be mature adults, returning servicemen or students entering college directly out of high school.

The Program has served as a vehicle for encourageing people to start college as many prospective students gain such an impetus when they are able to gain recognition for their abilities, knowledges and experiences. It also has served as a means for helping certify an individual's knowledges to help approach an educational goal. Many people would like to have and would profit

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from a college education but do not wish to sit through classes covering materials with which they are already knowledgeable. Therefore, the Credit By Demonstrated Competence Program was established to provide non-classroom methods of evaluating for college credit knowledges acquired by people in an occupation, or in educational environments outside the college or through other life experiences.

The Credit By Demonstrated Competence Program has been organized into a comprehensive program for only two years, but its components have been in various stages of formulation for quite some time. The recognition by the College of DuPage of a need to provide for the wide range of differences within its community, in terms not only of formal educational experiences but in terms of all life experiences, precipitated discussions regarding methods for crediting experiences gained outside the college in early 1969. These discussions led to the establishment by the Curriculum Council, during the 1970-1971 school year, of the Credit By Proficiency Through An Instructor Procedure. Although the establishment of this procedure was certainly significant, the search continued for a more standardized method of evaluating the knowledge levels of individuals in traditional courses. It was during this search that interest was focused on a national program organized by the College Entrance Examination Board called the College Level Examination Program (CLEP). After much discussion and some experimental testing using CLEP, a proposal for a Credit By Examination procedure was authorized by the Administrative Council in September, 1971, and implemented on an experimental basis early that year.

At approximately the same time, a faculty committee was appointed by the Instruction Council, at the request of the President to review the procedure and make recommendations. The review of this faculty committee included open discussions with faculty from all subject disciplines, as well as,

inspection of sample examinations and consideration of recommendations by various educational commissions. A final report was submitted by the faculty committee on April 12, 1972. Shortly thereafter the procedure for Credit By Examination was modified to incorporate the revisions recommended by this faculty committee. It was also at this time that a determination was made to organize the "Credit By Proficiency Through An Instructor" procedure and the "Credit By Examination" procedure into a comprehensive program called, Credit By Demonstrated Competence. Since this is the second year of its formal inception as a program, it is an apporpriate time to pause to take a look at its progress.

CREDIT BY PROFICIENCY THROUGH AN INSTRUCTOR

The method of gaining Credit By Proficiency Through An Instructor offers individuals an opportunity to gain credit for knowledges acquired in an occupation or in learning environments outside the college or through other life experiences by seeking out an individual faculty evaluation of what they know. This method of gaining credit allows the individual who can demonstrate acquisition of that body of knowledge normally needed by students completing the course to gain credit without going through the traditional classroom. The individual wishing to gain Credit By Proficiency Through An Instructor in a specific course taught at the College of DuPage contacts the instructor teaching that course. It is each instructor's prerogative to decide whether a course lends itself to this method of gaining credit, and the means by which the individual will demonstrate his or her knowledge.

There were seven hundred and three credits earned by ninety-six people using Credit By Proficiency Through An Instructor between July 1, 1973 and June 30, 1974. These seven hundred and three credits involved forty-one individual instructors, representing twenty-one subject disciplines, consisting of one hundred and forty-seven courses, of which forty-five were different

from each other. Included were forty-three men and fifty-three women who earned an approximate average of seven and a third credits each. Tuition was paid for one hundred and forty-nine of these credits, and it was recorded on the transcript as the C/D course name and number, while the remaining five hundred and fifty-four credits were recorded on the transcript as a descriptive title with a five dollar recording fee being paid when credit was recorded.

Although in comparison with the previous year there was a decrease in the amount of credit earned, there was more than a fourteen percent increase in the number of people satisfactorily demonstrating their knowledge to an instructor and gaining some credit.

CREDIT BY EXAMINATION

The method of gaining Credit By Examination offers the individual an opportunity to demonstrate a body of knowledge in a particular subject area by submitting scores from the nationally recognized College Level Examination Program (CLEP) or the Advanced Placement Program (APP).

The Credit By Examination method for gaining credit was used by sixty people (thirty-three men and twenty-seven women), who gained seven hundred and forty-six credits between July 1, 1973 and June 30, 1974. This represents an approximate average of twelve and a half credits per person. These credits were earned in seventy-one College-Level Examination Program (CLEP) General Exmainations in the four areas of Humanities, Mathematics, Natural Sciences and Social Sciences-History, and thirty College Level Examination Program (CLEP) Subject Examinations in seventeen of the thirty-four different Subject Examination areas, as well as, one Advanced Placement Program (APP) Examination.

Tuition was paid for thirty-five of these credits and recorded on the transcript as the C/D course equivalent, while the remaining seven hundred

and eleven were recorded as the title of the examination, with a five dollar recording fee being paid when credit was recorded.

National Test Center For CLEP

The College of DuPage is a National Test Center for the College Level Examination Program (CLEP). As a National Test Center, the college gives the CLEP Examinations on campus once each month, during the third week, and may test any individual that registers to take either the General Examinations or the Subject Examinations. The designation as a National Test Center allows the College of DuPage to be of service not only to its own students, but also to students at other institutions, as well as, any residents in its community.

The College-Level Examination Program (CLEP) Examinations are of two types, the General Examinations and the Subject Examinations. They are intended to measure specific factual knowledge and depth of understanding, as well as, the ability to perceive relationships and to apply basic principles and concepts. There are five General Examinations in the areas of English Composition, Mathematics, Natural Sciences, Social Sciences-History and Humanities. There are also thirty-four Subject Examinations which are closely tied to specific introductory courses in specific fields. The purpose of the Subject Examinations is to compare an individual's knowledge of a subject with that of regularly enrolled students who have completed the college course in that subject.

During the period between July 1, 1973 and June 30, 1974, a total of seven hundred and eighty-six CLEP General Examinations and eighty-eight CLEP Subject Examinations were taken by two hundred and seventy-five people at the college of DuPage. This is a significant increase of twenty-eight percent in the number of CLEP general examinations taken over the same period of time in 1972-1973, and a thirty-one percent increase in the number of subject

examinations. In addition to the increases in the number of examinations taken, there was an increase of thirty-seven percent in the number of people taking the exams.

As in the past, the individuals taking these examinations represented all age groups and were both enrolled and non-enrolled, as well as, a large number of students from Waubonsee Community College in Sugar Grove.

STATISTICAL SUMMARY
NATIONAL TEST CENTER FOR
COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

Record of Tests and People
July 1, 1973 to June 30, 1974

	Examination Given		Number of People				Monthly Totals	
	General Examinations	Subject Examinations	General Examinations		Subject Examinations		Examinations	People
			Men	Women	Men	Women		
July 1973	87	9	10	12	2	5	96	29
August 1973	97	11	10	18	2	7	108	37
September 1973	86	10	13	8	4	2	96	27
October 1973	54	7	8	11	1	4	61	24
November 1973	140	4	13	20	1	2	144	36
December 1973	47	4	7	5	2	2	51	16
January 1974	66	5	8	8	4	1	71	21
February 1974	39	3	4	6	2	1	42	13
March 1974	27	5	6	2	2	1	32	11
April 1974	33	6	8	1	1	5	39	15
May 1974	51	12	8	5	3	6	63	22
June 1974	59	12	5	9	2	8	71	24
Totals July 1, 1973 to June 30, 1974	786	88	100	105	26	44	874	75

CLEP TEST CENTER
Comparison of Totals For
July 1, 1972-June 30, 1973 and July 1, 1973-June 30, 1974

	Examination Given		Number of People				Monthly Totals	
	General Examinations	Subject Examinations	General Examinations		Subject Examinations		Examinations	People
			Men	Women	Men	Women		
July 1, 1972 to June 30, 1973	616	67	80	77	29	18	683	204
July 1, 1973 to June 30, 1974	786	88	100	105	26	44	874	275
Percentage Changes	Increase 28%	Increase 31%	Inc. 25%	Inc. 36%	Inc. 10%	Inc. 26%	Increase 28%	Increase 35%

CONCLUSION

The 1973-1974 year has been a year of stabilization and moderate growth for the Credit By Demonstrated Competence Program. The program experienced a significant increase in the number of people satisfactorily demonstrating their knowledge, which is a major goal. There has also been an increase in the number of people who have inquired about the program. Although this has not been a year of dramatic changes, the program has gained greater visability and increased usage. The increased number of people involved in the program seems to be the best means of comparison to the previous year, since the other variables will depend upon the knowledges possessed by the people who choose to participate and their ability to demonstrate those knowledges. It is expected that the coming year will see the program continue to grow in stature within the college and its community, and the number of people using this vehicle as a way of earning credit will increase.

The Office of Testing and Alternative Credit Services will continue to work toward providing greater publicity and better organization, so as to alert the student body and the community of the opportunities available to them through the program. Also, in conjunction with the Office of Instruction efforts will be made to establish alternatives in areas where examinations do not presently exist or where faculty are uncertain or reluctant to proceed, as well as, continuing to evaluate the methods of evaluation presently being used.

In closing, the benefits of the program go far beyond the credit itself or the amount of credit the individual earns. The real benefit is that it can introduce flexibility into a person's collegiate program and significantly influence the individual's life, both at a practical and a psychological level. The benefits to the individuals are as varied as the people involved. These benefits may include such advantages as: more rapid progress toward their

degree, an opportunity to explore courses not otherwise included in their program, a means for getting into courses that are new and challenging, an alternative for satisfying course or program requirements, an opportunity to begin advanced work at an earlier period in their academic career, an opportunity to pursue academic areas in greater depth, as well as, many others, but not the least of which is the satisfaction of being able to demonstrate one's knowledge at an acceptable college level.

CHAPTER FIVE

TEACHING MINORITY LITERATURE

by

Joe Parks*

There is gowing concern among educators and teachers as to how minority literature can best be taught. Black literature and minority literature courses have sprung up over night since 1965. These courses came into existence because of the Black revolution. A point of clarification should be made because the Black revolution has been in progress for the past four hundred years, but the Black physical revolution has only been in operation since 1965.

THE PROBLEM

With the coining of the phrase "Black Power" by Stokely Carmichael in 1965 the Black physical revolution began. At this point the big push was on to make sure that every minority person became acquainted with his or her heritage.

It was apparent that the minority groups already had some insight, however slight, into their own heritage, and it was white America that needed the background material on minority people. To meet the needs of re-educating white America, Black literature and Black history programs were developed in schools and universities all over the country. These courses turned out to be nothing more than classes in racism. White students were eager to take

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these courses in order not be labeled racist. But after only a couple of years, white students became reluctant to enroll in Black literature and Black history classes. These white students were reluctant to enroll because of the way the courses were taught.

To generalize, I state the main emphasis in the first Black literature classes was to brow-beat the white students with their own racist guilt and accuse and insist that the white students of the class were the direct cause of the Black man's present situation. Whether they were true or not, white students took these accusations personally and emotionally and not only refused to take other Black designed courses but advised their friends not to enroll in Black literature and Black history courses.

THE REACTION

Because of the above-mentioned problem, a new breed of minority literature teachers felt that the basic theories of minority literature were too important to allow the courses to die in the academic world. The basic theories behind minority literature courses are very simple. These are that minority writers: (1) have been overshadowed; (2) have been underrated; (3) have been judged strictly by "white standards"; (4) have been unable in the vast majority, until recently, to have their materials published; (5) have recourse to a separate language or dialect; and (6) have, as minorities, a universal message about their own plight.

In order to combat the problem, the new breed of minority literature teachers are approaching their classes as literature and not as a class in white racism. The approach is now very similar to the teaching of the Bible as literature instead of religion. The Bible, in literary terms, deals with the problems of universal man and most good literature tries to emulate this pattern. Included in this emulation are minority writers.

Aristotle proposed the idea that through literature we gain some insight into the nature of man and that all human struggles have been the same since the beginning of time. With Aristotle's theory in mind, it is easier to teach minority literature to racially biased white Americans. Through the use of minority literature such as Manchild In the Promised Land, Breakfast At Tiffany's, Soul On Ice, Dark Symphony, As I Lay Dying, Sex and Racism In America, One Flew Over the Cuckoo's Nest, Death At An Early Age, and Cane, we as teachers can show that the struggle of minority people is not really anything unique or new.

A POSSIBLE SOLUTION

Although the struggles of these people are not new, we can show that the attitudes of poor people and minority groups have a definite effect on American society today. These effects range from Black people burning down buildings in the ghettos and Mexicans refusing to pick fruit in the fields to women refusing to engage their husbands and lovers in bed.

Minority literature, whether poetry, fiction, or non-fiction, closely parallels the real lives of many poor people. The term "poor" is used instead of minority because most minority people fall in the lower socieoeconomic category. The lower socieoeconomic category refers to the attitudes, behavior patterns, financial situations, housing patterns, and generally all aspects of being "out of it" in an affluent society.

Moving now to the literature itself, one method used in the teaching of minority literature is to compare the attitudes of Black people with that of poor "white trash". A good example to begin with is William Faulkner's, As I Lay Dying and Claude Brown's Manchild In the Promised Land.

Faulkner presents a family of poor "white trash" who are engaged in surviving from day to day. The family is centered around a domineering mother

who insists that she knows what is best for all members of her family, not only when she is living but also after she dies. There are five children in the family, all of whom are undereducated. Darl, the middle son, is thought to be insane, but he is the only member of the family that realizes what his mother is doing to the family when she makes her husband promise to take her body to Jefferson, fifty miles away from their home, when she dies. Anse Bundren (the father) is illiterate and ignorant but he insists on carrying out his wife's wishes.

Anse could very easily be the typical white "southern cracker" who places himself above Black people simply because he was born white. Faulkner makes a very good analogy between Darl's relationship to his family and his insight into the chaotic Black and White world in which they live and the insight Black people have concerning the world to which they are relegated for survival. The point that Faulkner makes very clear is simply that these poor people have been conditioned by society to believe that they are happy and must remain in their place within the society.

Claude Brown relates the same type of attitude about people staying in their place in his book, Manchild In the Promised Land. Claude Brown describes his own book as follows:

> The characters are sons and daughters of former southern sharecroppers. These were the poorest people of the South, who poured into New York City during the decade following the Great Depression. These migrants were told that unlimited opportunities for prosperity existed in New York and that there was no 'color problem' there. They were told that Negroes lived in houses with bathrooms, electricity, running water, and indoor toilets. To them this was the "Promised Land" that Mammy had been singing about in the cotton fields for many years...So, they came from all parts of the South, like all the Black childun O'God following the sound of Gabriel's horn on that long-overdue Judgment Day...Before the soreness of the cotton fields had left Mama's back, her knees were getting sore from scrubbing 'Goldberg's' floor.., The children of these disillusioned colored pioneers inherited

> the total lot of their parents---the disappointments, the anger. To all to their misery, they had little hope of deliverance. For where does one run to when he's already in the "Promised Land"?[1]

Brown uses the character of a young Black boy to guide his readers through the promised land and shows in detail where the Black boy ends up after his trip. A direct parallel can be shown between the attitude of the young "Man Child" and the Bundren family. The ideas and attitudes are the same. The only difference is the color of their skin and the location of their physical bodies.

One character Brown uses to show why poor people think the way they do is a young Black girl named Dixie. Dixie, in her childhood days, was naive, sweet, and innocent. When seen in later life, she had become a prostitute and at age thirteen she appeared to be at least twenty-five years old. The question arises as to why Dixie became a prostitute. Brown sums up Dixie's life by stating:

> I guess it was harder on girls than it was on anybody. Dixie started tricking when she was thirteen. She was big for her age, and 'nice' ladies used to point at her and say "Oh, ain't that a shame." But it wasn't. The shame of it was that she had to do it or starve. When she got hip and went out there on the street and started turning tricks, she starting eating and she stopped starving. And I thought, Shit, it ain't no shame to stop starvin'. Hell, no.[2]

It is thought by many white literary critics that Black writers do not use or understand "so called" standard English forms in their writings. This is not true; most Black writers not only understand the "so called" standard forms of writing but use them in all phases of their work. For example, Brown is familiar with comic relief when he writes:

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1 Claude Brown, Manchild In the Promised Land (New York: The New American Library, 1965), p. vii.

2 Ibid., p. 169

> I had seen this old rich lady handing around Wiltwych a couple of times. I spoke to her the first time I saw her, and she said she was a member of some board or something like that...I know that her name was Mrs. Roosevelt and that she used to be married to a cat who was President of the United States...I thought that the lady named Mrs. Roosevelt didn't have any roaches in her house because the President used to live there. Roaches didn't want to mess with the President. I said to myself, I bet they (roaches) came chargin' in as soon as they found out he's gone (died) ...Yeah, they're just waitin' to git the news. Roaches are slick like that.[3]

These first two books can be used to set the tone or mood of the class, followed by Ken Kesey's One Flew Over the Cuckoo's Nest and Soul On Ice by Eldridge Cleaver. I have chosen the last two books to show how poor people react to life after they have inculcated the attitude which society forces upon them. The title Soul On Ice means exactly what it says---the souls of an entire race of people are incased in a block of ice; the block of ice being American society.

CONCLUSION

If the language difference and the different literary styles found in minority writings are properly presented to a class, at the end of the course the students should have an understanding of the attitudes of poor people and the fact that all poor people are, indeed, "brothers under the skin".

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3 Brown, p. 93.

CHAPTER SIX

CLINICAL EVALUATION OF NURSING STUDENTS

by

Susan W. Broberg*

In order to explore this problem facing faculty, and even students, of nursing programs, it is necessary to define terms. First, clinical refers to performance in any clinical area (hospital, nursing home, clinic, etc.) where the student deals, in some way, with the unsuspecting patient. Clinical also implies that the student is tested in the real or simulated clinical situation; i.e., the student could be tested in the clinical agency, or the on-campus lab. Evaluation refers, in this situation, to how well the student performs, and is evidenced by the grade received.

THE PROBLEM

Why evaluate the student in the clinical area? For those of us who have been patients, the safety factor is an obvious one. In my opinion (albeit a rigid, biased one) graduate nurses could perform acts which may be considered, at times, unsafe. Because of the possible consequences of the inexperienced and nervous student practicing on the weak and defenseless patient, the nursing instructor exists, in part, to protect the patient from the student. It is also a responsibility to educate a nurse to perform with relatively safety after graduation, when supervision is often minimal.

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*Director, Nursing, Austin Community College, Minnesota

We come, with trepidation, to the big question: how to effectively and fairly evaluate the nursing student? A number of attempts have been made in this direction---most of them with some validity, none of them embracing the issue of clinical evaluation with any degree of completeness.

PAST PRACTICES

The traditional approach to clinical evaluation ("back when I was a student in a generic nursing program") consisted of an almost wholly subjective approach. The student was "evaluated" according to how the instructor felt the student performed. In many instances, this consisted of surreptitious means of evaluation, and the student not performing satisfactorily was given vague, incomplete answers as to the reasons. Sometimes instructor evaluation of students hedged toward, "How well do I like the student?"

A more modern approach strives to eliminate subjectivity as much as possible, and to concentrate on the objective methods. Students may be evaluated in terms of "competencies", and, in the more innovative (and, it must be mentioned, financially endowed) programs, the student is given unlimited time to attain compentency. Students, at a convenient time, are tested and retested until they perform the skill with competency.

A number of problems arise in the attempt to evaluate the student's clinical competency accurately and fairly. An obvious one is the time/pressure factor. "How is the clinical instructor to evaluate one student while the other nine 'run free' throughout the hospital"? Another, "If the student is to be forewarned of evaluation (an accepted tenet in the modern approach, how is the instructor going to consistently provide for a structured testing situation"? Patients have the tendency to be discharged or even to expire, at times inconvenient to both instructor and student. Another very real problem, "How valid and reliable are the testing devices used? Is there consistency

in their use by nursing instructors? How much does the "coaching factor" enter in? Another problem, "Does the situation tested measure the student's typical performance level?, or does the testing situation gear students up, or scare them to death?" And, "Does the use of developed testing tools eliminate the subjective or 'nice guy' factor?"

One last problem which crops is what to evaluate? Often instructors test cognitive objectives in the clinical area (because such tests are easier, some suspect, to construct.) More recently the emphasis is on psychomotor or "skill testing" in the clinical area, with copious amounts of evaluative tools being developed. Of great importance to nursing is testing of objectives in the affective domain, which, at present, is minimally or ineffectively done.

SOME SOLUTIONS

When nursing faculty comes to some concensus as to how to evaluate the nursing student in the clinical area, the next question is how this clinical evaluation will effect the student's grade. It must be clarified that, in nursing, a composite grade is given for both class (theoretical knowledge) and clinical (primarily psychomotor competency) performance. When one considers two components of the grade, the possibility of one outweighing the other arises. Some programs, operating on the premise that the unsafe student should not be promoted at all, award a pass-no pass grading in the clinical area. Students receiving a "pass" receives, for their final course grade, their theory letter grade; the student receiving a "no pass" receives a no credit or no pass or "F" for his final grade.

Another system of clinical evaluation has recently been explored: that of ascribing points for varying degrees of clinical performance. These points are added to the theory points to make up the final grade. Again, the problem is incured of one component balancing out the other, but many students

like this form of grading as it gives the student with above average clinical competency more "credit" towards a final course grade.

A last method of clinical grading has been employed: that of giving a student a separate letter grade in the clinical area and averaging it into the final grade. The main problem here is: "What is an A? A B? etc."

CONCLUSION

At our nursing program, we have utilized primarily the pass-no pass method. Because of pressure from students and dissatisfaction of faculty with this system of clinical evaluation, we would like to try clinical evaluation using a point system. I will attempt to develop such a system and present it as my project for this course.

SECTION C

THE SYMPOSIUM

MAJOR ADDRESSES DELIVERED

CHAPTER SEVEN

TRADITION AND CHANGE: THE CRUCIAL YEARS

by

Richard Richardson*

The experiences to two-year colleges in the past decade are first that we have been challenged to respond to the need for a rapid expansion of educational opportunities. It is quite clear that our response has been effective at least quantitatively. Since 1965, our public two-year colleges have doubled in number and our enrollments have tripled. These statistics have been used to suggest that the story of community colleges in the past decade has been one of unparalleled success and development.

Statistics can be used to prove many things. In assessing the significance of the ones just quoted, we may need to consider the existence of alternative points of view. In the April 21, 1975, issue to Time, there was reviewed a book by Caroline Bird, titled The Case Against College. Ms. Bird agrees that "...the greatest growth has been in public two-year community colleges", but goes on the add, "...the function of these well-meaning institutions is fuzzy at best". Ms. Bird continues, "...the neatest way to get rid of a superfluous 18-year old is to amuse him all day long at a community college while his family feeds and houses him. This is not only cheaper than a residential college but cheaper than supporting him on welfare, a make-work job, in prison or in the armed forces".

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This criticism is not entirely unjustified. In participating in the rapid expansion of the past decade, two-year colleges helped to create an environment of rising expectations on the part of those served. The program emphasis, however, changed less rapidly than the nature of the clientele and the needs of society. As a result, the impact of much of the growth was to extend a traditional system of higher education to increasing numbers of students for whom the system was never intended.

Now two-year colleges are exhorted to pursue something titled "community based, performance oriented" education. What does this term mean? The 1974 Assembly of the American Association of Community and Junior Colleges addressed themselves to this issue and developed a number of definitions, recommendations and conclusions, none of which are particularly enlightening in terms of furnishing guidance for the future. To paraphrase their findings in less exhalted terms, "We need to find out what our communities want, we need to give them what they want and then we need to figure out what the hell we have done so we can convince taxing bodies at the state and local levels that they should give us more money so we can keep on doing it".

In Bird's termnology, I am forced to conclude that our functions remain well-meaning but that they are still "fuzzy". Now it seems we are being asked to entertain the whole community and not just the 18-year olds. Frankly, I am not opposed to the idea since entertainment seems to pay better than education, but our ability to compete with better established and more professional entertainment enterprises in the long run must be questionned unless we define our goals more precisely and concentrate our resources in those areas which promise the greatest success.

I have used the term, "community based and performance oriented" because it is the latest catch word of our movement. As far as I can tell, the term, "Life Span Learning" is a synonym for "community based and performance

oriented education". It's a neat fuzzy term that can encompass almost anything. If it is pressed in one place, it will pop out somewhere else.

WHAT ARE OUR ASSETS

Certain challenges were undertaken during the past decade and two-year college responses are far from totally successful. Before we move from where we are to where we ought to be, we need to examine carefully the tasks previously undertaken to see what remains to be done to bring them to successful fruition or perhaps to decide they are no longer relevant. We also need something more precise than a catchy term if we are to change our direction significantly and successfully. To put it more bluntly, unless we wish to open ourselves to more criticism of the sort contained in Ms. Bird's book, to more control from the state levels and to less understanding from our community based sources of support, we must do something better than move from one fuzzy function to another. Whatever we do in the future should be based upon the strengths we have developed in the past. What are some of these?

Community colleges are now a traditional part of higher education. This is particularly difficult for those of us who cut our teeth in the early 60's to accept. It was such a heady feeling to be described as "the most exciting development in higher education in the current century" and to hear ourselves constantly referred to as "the cutting edge of higher education". But let's face it, a movement which contains nearly one-third of the total institutions recognized as a part of higher education and more than one-fifth the students can scarcely be considered as new and unique.

First, our experiences during the past decade have left us with a greater flexibility than any other traditional form of higher education. This flexibility is a tremendous asset and we will need every bit of it. Four

year colleges and universities understand that our institutions are growing faster than theirs. They also know that growth has been the major factor considered by legislators in appropriating funds. If the four-year institutions in your state are not considering associate degrees, career programs, and adult education, they very soon will be. Community colleges are no longer unique in their monopoly of these particular responsibilities. We will need flexibility if we are to secure our fair share of whatever limited resources may be available.

Second, we have more than a decade and a half of experience in working with disadvantaged students. During most of this period, the response of four-year colleges and universities was to exclude such students from their programs. The error of their ways is now evident in declining enrollments for many institutions who short years ago were announcing with great pride the extent to which the average college board scores of the current year's entering freshman class exceeded comparable scores for the preceeding year.

Third, we have a corner on the experience of developing career education programs based on community needs. In addition, we know how to offer such programs so that they can respond to the needs of both youth and adults given all kinds of incredible problems related to work schedules and the availability of space. When we talk about community-based education, we should recognize this is not a new concept. Everything we have done in career education has been community based and most of our experience in assisting community needs has grown out of this segment of our experience. Again we are unique among traditional institutions of higher education in terms of our level of expertise and commitment in this area.

One of the most significant assets of the community college in 1975 is the existence for the first time of a career faculty. During most of the 60's and early 70's we were accustomed to employing masters degree graduates

with the sure knowledge that most of them came to us only because they were forced to interrupt their progress toward the doctorate. We knew also, that they would resume their study at their earliest convenience to secure the possibility of "advancing to a four-year institution". The over-production of doctorates combined with declining college enrollments have interrupted this cycle. We now have staffs who understand what community colleges are and who, increasingly I feel, are committing themselves to making these institutions a significant part of the total post-secondary picture. I must add, however, that a career faculty will be an asset only if we can develop governance alternatives to administrative domination or adversarial relationships and only if we can develop and provide the types of staff development that will satisfy the need for professional growth and development for a career faculty.

A fifth asset involves our sheer weight of numbers. If we can successfully address those responsibilities which remain from the commitments we made during the past decade, we will be able to establish an image of effectiveness and quality that will compel the support of our alumni and of our communities. If all of the people who are being exposed to our institutions can be convinced of the value of what we are doing, we have access to a potential lobby that will exceed all others in higher education and the necessary support will follow.

Yet another asset may seem to be a disadvantage when viewed in the context of the past decade. Community colleges have been chronically underfinanced in virtually every area of the nation. They have been low cost institutions not because the tasks they have undertaken are inexpensive to perform properly, but rather because they have been unable to command the support necessary to secure the resources they ought to have had.

A final asset might also appear to be a liability. Again, whether we like it or not, those of us who have been associated with two-year institutions for a period of time share a collective sense of insecurity. We are the most recent arrivals on the traditional scene. At the same time, our newness has given us the driving desire to prove ourselves in order to gain acceptance. We share the same compulsions that motivated successive waves of immigrants to define a role for themselves in this nation and in the process to secure a better life for their successors.

THE TASK AHEAD

And so we come to the crucial question. What is it that you and I must do now and tomorrow and next week to insure that a movement composed of educational immigrants takes its proper place in the framework of higher education. First, we must lead from our strengths. We should resist at all costs the temptation to extend the "all things to all people" philosophy of the early days of our movement into an uncertain and fiscally restrictive future. We are educational institutions and not welfare organizations. Each of our colleges must begin with where we are now and complete those tasks which remain relevant to the needs of those we serve. Only then can we justify the extension of our mission into areas yet uncharted.

Given the ability to complete successfully those tasks already begun, it is fair to ask what will be the shape of those future missions. Certainly a central goal will be to destroy the barriers that have traditionally separated institutions of higher education from the societies they serve. Our goal must be nothing less that confluence with the communities we serve. It should not be possible to determine where the college leaves off and the community begins. We must come to understand our roots and our strength lie in the communities and in their view of us as an integral part of their existence.

In this regard, the term "community-based" leaves something to be desired. I would prefer "community integrated."

Problems of articulation have occupied much of our attention in the past decade. The articulation that has been of greatest concern has involved the four-year college. For practical purposes, the need of four-year colleges and universities for community college transfers has resolved this issue. In the future, we need to concentrate on articulation with secondary schools but most particularly with the vocational-technical school.

The opportunity this presents to the community college is unparalleled. More than 70 years ago, the Carnegie Unit was developed to make it possible to standardize the entrance requirements of colleges so that secondary schools could prepare their students for successful matriculation. The community college should establish as its goal the articulation of its programs with the vocational-technical school so that students from such institutions may enter community colleges and pursue an associate degree. Already, many of our post-secondary technical programs have been articulated with upper division programs. Community colleges can be the vital linking pin between the vocational-technical school and professional advancement for those who learn through experience in addition to the printed word. It is vitally important to our society that this task be accomplished if vocational-technical education is not to become a dead-end for as much as one quarter of our total population.

If education is truly to become life span learning, many of our existing policies and attitudes must be changed. We need to accept interrupting one's schooling as a normal part of life and make it easy for individuals who enter and leave our institutions by removing the concern that credits earned will be lost if not used within a reasonable period of time. We must address ourselves to the issue of credit for life experience. People learn in many ways and our focus must be upon what they know and not upon how they learned it. Our grading

systems must be non-punitive and our time schedules flexible. We cannot affort to welcome someone who learns at a different rate and then penalize him for differences over which he has no control.

We must individualize our instruction through methods that are people-oriented rather than machine-oriented. In the process of individualizing we must understand there are many ways a student can be helped to learn and no one way is best for all students or all faculty. Our methods of individualization need to include arrangements for delivering instruction that are time free and space free. It is imperative that such innovations in the delivery of instruction as external degree programs be accompanied by comparable innovations in our methods of delivering human services. The adult learner needs assistance in determining what he should learn as well as how he should learn it. Our counseling services need to keep pace with our instructional services to help us avoid the consequences of unwarranted assumptions about the self-directing nature of the adult learner. An external degree program which offers only correspondence courses for learners to complete by themselves will offer no particular advantage to the adult learner who needs guidance on a mid-career change or assistance in assessing how his life experiences fit into some total plan for his future.

Finally, one of the most significant issues to be faced in the next decade is how community college services can be extended to the rural and isolated areas of the nation that have chosen not to establish such services because of a lack of resources both human and physical. How can existing community colleges assist such areas in establishing their own response to needs that have yet to be fully identified. I am convinced that within our institutions rests the expertise to address this particular issue. It may well be that the community college service center representing consortium of all of

the technical and human resources that can be brought to bear on a rural and isolated community could furnish important answers to this particular need.

CONCLUSION

In closing there is one final area that deserves your most careful attention. All of our assets and all of our dreams, will turn to ashes unless we can improve the human dimensions of our institutions. Currently, many of our efforts are directed toward a struggle that is being fought grimly between trustees and administrators on the one side and faculty on the other. The struggle involves issue of control, the distribution of resources and the question of role in the decision-making process. As the struggle progresses, extremists on both sides turn increasingly to unions and state boards to support their point of view. As a result, we are experiencing a slow but steady erosion of institutional autonomy and a shifting of the balance in favor of decisions reached in the state capitals. How can our institutions address such issues as life span development if their priorities are established in Minneapolis-St. Paul, in Madison or in Harrisburg. The inevitable consequence of the failure of institutions to solve their problems internally will be the imposition of external controls and mandates. What then must we do to solve the problems of human relationships within our institution?

It is very good that institutes such as this one are held to consider the issues that are involved in shaping our two-year colleges to the tasks of the 70's. Certainly, life span learning, however defined, will be an important consideration of the years that lie immediately ahead. In responding to a new set of circumstances, it is important we choose from the alternatives available, those which provide me the best fit between the capabilities we possess and the emerging needs of society. Critical to the entire process will be our ability to select from past experiences, the functions and practices that need

to be conserved and strengthened because they incorporate not only the essence of past success but the key to future adaptations.

CHAPTER EIGHT

INDIVIDUALIZED INSTRUCTION: A POINT OF VIEW

by

Michael Paradise*

Historically, even the most primitive societies valued some form of education and training, be it in the art of survival, in the satisfaction of knowing that one understands his "world" better today than he did yesterday, or in the pleasure derived in one being able to enjoy his life and appreciate his environment more fully than before.

Education in this context, and especially post-secondary education, must to a large extent assist one to learn how to pursue self-education and life-long learning. Post-secondary institutions must be not only available but actively engaged in the education of the citizens of this country at any time of their lives when they either need or desire to receive such education.

To accomplish this---aside from finances, more flexibility and diversity in the educational programs and other conventional considerations---three basic changes must take place within the higher education community.

1. Traditional teaching methods must either change or be dramatically augmented with methods which will be more suitable to life-long styles of education.
2. Drastic changes must be implemented in the present traditional parameters we have set in enrollment periods and college terms, so that one may be able to attend college at will.

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3. The attitudes of teachers and other college personnel must change in order to accomplish the first two.

What has been said so far is not new. It would be a surprise if all educators have not, at one time or another, either read about or experienced first-hand the frustrations created by the above-mentioned problems. And some of them, as well as their institutions, have attempted to do something about it.

One of the institutions in this country that has done something toward the meeting of the challenge of educational experiences which are not only effective at the present but are also relevant to life-span educational development of the student, is Nebraska's Central Technical Community College (CTCC).

CTCC was established in 1966 as an area vocational school, and it gradually has evolved into a community college with its primary emphasis still on vocational and technical education.

Its original top administrative team had no experience in college administration, but it did have extensive experience in adult education. Both counts proved to be blessings in disguise. The administrative team members had no "hang-ups" about traditional college curricula, admission policies, and college calendars. At the same time they had some experience in experimentation in adult education with non-traditional instructional modes.

The experiences this team had in adult education had indicated to them the desperate need for alternative solutions to the approach of community college education not only for the traditional student but also for the "non-traditional" student---that is the adult, the non-academically oriented youth, the high school drop-out, the college drop-out, the individual needing retraining. From their experience, it was clear to them that the traditional college calendar, the straight lecture instructional method, the prevailing college admission policies should be altered to fit the needs of the students they intended to serve. What was needed, they decided, was a college that would fit

the needs of the students as the students saw and felt them, instead of forcing them to adapt into what the college felt was good for them.

Accordingly the following objectives were established before the present instructional system was adopted.

1. Open admissions.
2. Variable admission dates.
3. Curricula determined by the needs of the students and the geographic area served by the college.
4. An instructional methodology that would not only complement the individual differences of the students, but would also provide them with a solid base for life-long learning habits.

CTCC practices a completely open admissions policy. Any individual who is at least sixteen years old may enroll at the college, no matter what his educational background is. After enrolling, the student in conjunction with his advisor and the college counseling staff defines his objectives, develops a program of study and proceeds to meet those objectives. The college has provisions for high school diploma equivalency programs, and it has cooperative agreements with state agencies for assistance for the mentally, physically and socially handicapped.

CTCC has no calendar terms in the sense of the traditional quarter or semester. The college year begins the first week in July and continues, uninterrupted, until the last week of May. A student may enroll, stop-out---and re-enroll, if he so wishes---any day the college is in session. However, students still seem to observe, to some degree, the traditional registration periods of quarters or semesters, as they enroll in larger numbers around those weeks associated with them. Yet, the college is witnessing a healthy enrollment rate each week of the year, up to almost the very last week of the college session.

Possibility because of its nature---CTCC's main emphasis, as mentioned before, is in vocational and technical education---the college has a carefully developed procedure for the introduction into the curriculum of new programs. No new programs are initiated without first establishing their need. In order to do this, the college maintains advisory committees made up of citizens of the geographical area served by the college.

Probably the most far-reaching departure of CTCC from traditional education is the direction it chose to go with instructional methodology. The instruction is done on a competency-based curriculum, with a completely mediated methodology of instruction and a somewhat modified version of individualized instructional style.

The term individualized instruction has many connotations, is interpreted in various definitions, and is often practiced in very ambiguous ways. However, there are certain elements, on which most authorities on the subject agree, that are necessary to and must be present in truly individualized instruction. Robert M. Diamond summarizes the views of most experts when he defines an individualized instruction program to include all of the following elements (11, p. 143).

1. A flexible time frame which permits each student to progress through the program as rapidly as he can and, at the same time, meet pre-stated instructional goals.

2. Both remedial assignments and unit exemptions which are based on a student's entering knowledge and competencies.

3. Content options which are based on a student's individual interests or major field of study.

4. A choice of locations for instructional elements that need not be confined to campus, including the dormitory, home, library, and community as places for learning.

5. A wide variety of appropriate techniques and time flexibility in evaluating a student's progress.

6. A choice, so far as is feasible, of instructional styles.

CTCC's instructional program completely incorporates elements (1), (2), (3) and (5). However, because of financial and other practical considerations elements (4) and (6) are not completely implemented.

As was noted before, a student may enroll at CTCC any day during the college year. After he defines his goal, his present position in regard to such a goal in terms of knowledge and skills already possessed is assessed at times through tests but mostly through consultations with the counseling staff, his advisor, and the respective instructors. He is then either given remedial work or placed in regular course work, depending on the program of study that he and his advisor have jointly developed.

The college has no classrooms as such. Instructional areas use the open space concept and instructors are placed in strategic locations within such areas. In areas of the curriculum where noise or other distractions do not make this possible---as automotive mechanics, for example---relatively small enclosed areas, "media centers", are provided for student study and student-instructor interaction in a quiet and relaxed atmosphere. The open instructional areas are called "lab areas". Each lab area is self-contained with its own instructional resource materials and library holdings.

The college has no main library in the sense of traditional college libraries. CTCC's centralized library is a relatively small building with pleasant reading and listening areas. Its holdings list mainly recreational reading and listening materials, as well as some instructional resource materials. In both the lab areas and the library the books are openly displayed and may be taken out by the student under very informal check-out procedures. All student texts and instructional material are acquired by the college, without any expense to the student, and placed in the appropriate lab areas.

All instructional programs are mediated and the course of study is programmed in detail and color-coded. The basic media through which instruction

is conveyed are the audio-tape and the super 8mm film loop. These were chosen purely for practical reasons. That is, the expense for their adoption was within the financial boundaries of the college, they were easily adeptable to the style of instruction the college desired, and expertise in both their production and use could be acquired readily. In addition to the tape cassette and film loop, the college is also using, quite extensively, other media as slides, models, and video-tape recordings. The college has a well-staffed and well-equipped instructional development center whose only function is to assist each instructor, individually, in the development of the necessary materials for his courses and then reproduce such materials for their use by the students. Even though the college has acquired significant quantities of commercially-prepared materials, the development and use of "homemade" instructional materials, especially tapes and films, is strongly preferred.

The instructor is available at all times to assist or work with the student. Since he does not have to spend time lecturing---he has already taped his lectures---he can devote his whole time to pay special attention to each one of his students, individually. The CTCC process does not replace the instructor. As a matter of fact, it does not even lower the number of instructors that would be needed in a parallel traditional program. The CTCC process actually supports the instructor by allowing him to have the time to work with individual students as they need him.

The development of a course at CTCC follows general guidelines set up for that purpose. Each instructor, however, is allowed the flexibility to use his own talents for creativity and enrichment.

When an instructor sets out to develop a course, he begins by writing a description of the course, the general course objectives, and an outline of

proposed units. This "course outline" is then presented to the Instructional Affairs Council* for approval.

Once the course outline is approved, the instructor proceeds to write measurable objectives for each unit of the course. Having done this, he develops a master study guide which identifies the learning resources and evaluations which will aid the student in achieving the unit objectives.

The instructor decides how each concept will be presented. Concepts are presented to students in at least three ways: theoretical visual linguistic or reading (texts, information sheets, pamphlets, etc.), theoretical audio linguistic or listening (audio tapes, records, radio, etc.), visuals or demonstrations (super 8mm films, charts, slides, models, VTR, etc., which may often be accompanied by audio tapes for clarification), and performance (the student learns by doing).

The detailed, step-by-step procedures of this process is as follows:

1. The course is identified.
2. The course objectives or goals are written.
3. The course units are written.
4. Approval of the course outline follows.**
5. Measurable unit objectives for each unit of the course are written.
6. The master study guide is written.
   a. The study guide directs the student to the learning resources and evaluations.
   b. The study guide is written to each unit objective or instructional concept being taught.

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*The Instructional Affairs Council is one of the campus-wide committees which assist in the participatory management process of the college. The membership of the Council is consisted of administrators, instructors and students.

**Steps 1-3 constitute the course outline.

c. The materials and learning experiences supporting each objective or concept are presented to the student in at least three of the following ways.

(1) Theoretical visual linguistic: textbooks, information sheets, information booklets, pamphlets, newspaper or magazine articles, etc.

(2) Theoretical audio linguistic: audio tapes, records, radio, etc.

(3) Visuals and demonstrations: super 8mm films, charts, slides, models, VTR, etc. Many times these can be accompanied by an audio tape for clarification or additional explanation.

(4) Performance: The student or learner becomes actively involved in the learning experience to gain a greater understanding or develop skills.

7. The assemblance and preparation of resources follows, usually starting with the theoretical visual linguistic and the theoretical audio linguistic because they are the easiest to implement.

8. Evaluations are written.

Informal evaluations: written self-evaluations

Formal evaluations: oral, written, or performance

9. The current study guide directing the student to the prepared instructional resources is written.

10. The course materials are given to the division secretary to be typed and sent to the printer for short run copies.

11. The course is used in the instructional area, evaluated, and revised as course weaknesses are identified.

12. The course is proofed in the Instructional Development Center. Necessary changes are implemented and the final copy is printed.

13. Additional instructional resources identified on the master study guide are developed as time allows until the master study guide is the current study guide.

When the student begins to work toward meeting the goal he has set for himself and his course of study is determined, he starts by taking an orientation course. This course includes a treatment of the philosophy of the school's instructional process, the manner by which he is to use such process, familiarization with both the physical aspects of the lab area and the materials he is going to use, and the necessary safety precautions he must follow. After this, the student proceeds by taking a course at a time and progressing to the next course after he successfully completes the one he is taking. The steps he follows in completing each course are as follows. (See also Figure A.)

1. The student reviews the course outline which identifies the specific objectives of the course.

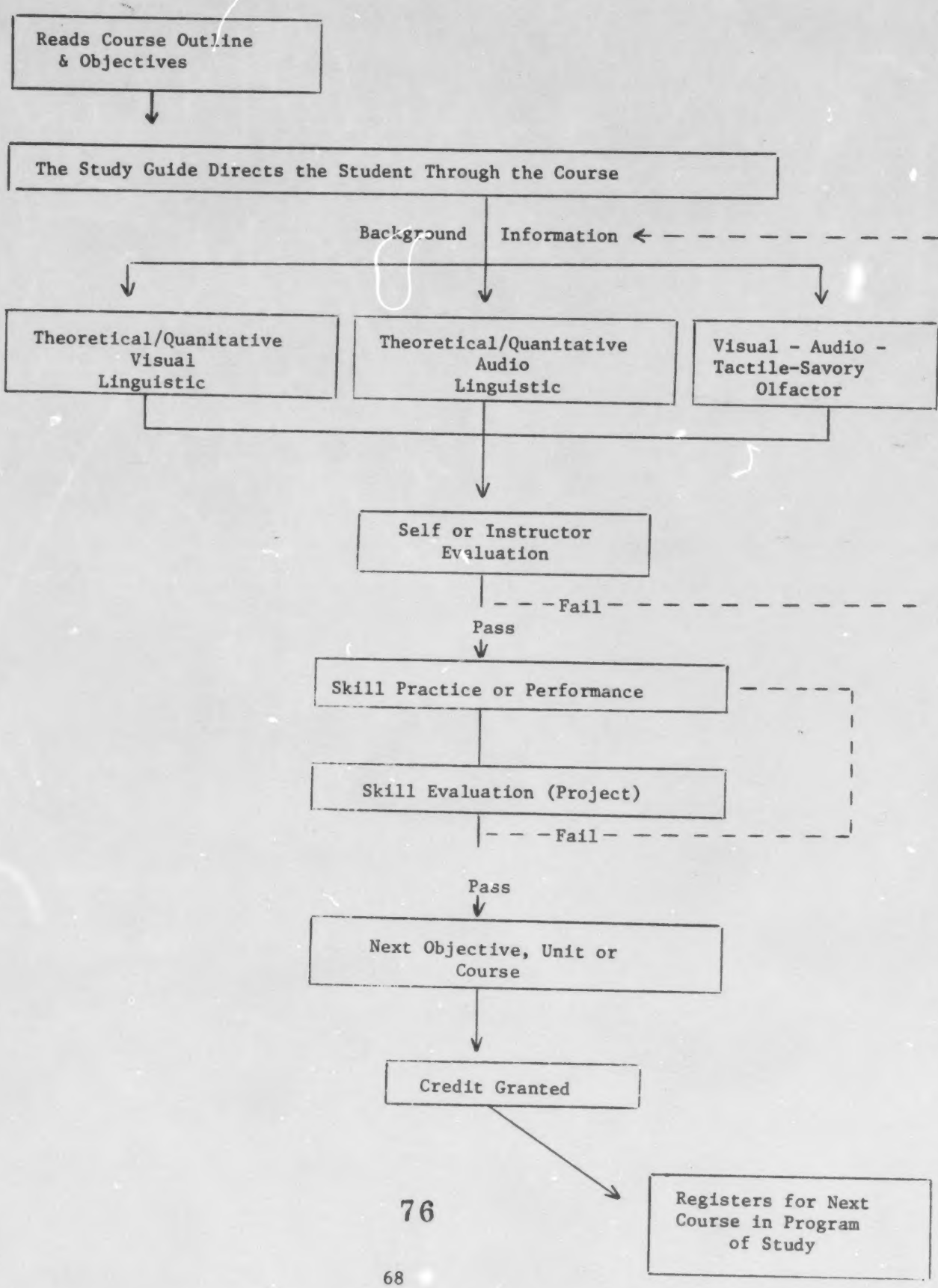
2. The student gets the course study guide. The study guide directs the student step-by-step through the learning process. It is not mandatory that the student complete every step on the study guide providing he can satisfactorily complete progressive evaluations.

3. The student follows the directions on the study guide.

   a. It first directs him to necessary theoretical information. This theoretical information might be provided by audio tape, printed materials or visuals.

   b. When the student thinks he has comprehended the theoretical information, he can complete a self-evaluation. He corrects this instrument himself.

FIGURE A: CTCC STUDENT PROGRESS THROUGH A COURSE



c. If he does well, he can then be evaluated by his instructor. The student may request an oral or written evaluation.

d. If he is not successful when evaluated, he is cycled back through the theoretical information.

e. If the student successfully completes the evaluation, he progresses as directed by the study guide to the practical application of the theoretical information. This practical application is a simulated on-the-job experience.

f. When the student believes he is ready to be evaluated on his ability to perform the task, his study guide will direct him to the proper project sheet which is a performance evaluation. The project sheet consists of a detailed behavioral objectives and step-by-step required procedure for the student to follow.

g. If the student cannot successfully complete the evaluation, he is recycled through the necessary theoretical information and practice.

h. If he is successful, he will progress to the next step on the study guide.

i. He is given credit in minimum of one quarter hour credit blocks as he demonstrates competencies.

4. The student begins the next course identified in his program of study.

A student at CTCC may move toward the completion of his formalized goal as swiftly as his time, ability, and ambition will permit. The student may also move without any loss of time from one program to another if he finds that the program he selected for himself is not the one that he actually wants or is "cut out for".

The student is the only person who has the determining voice in the choice by his advisor, the college counseling staff, and the appropriate instructors.

But, in the final analysis, the student is the one and only individual who decides what to take.

The college offers three types of recognition for goals completed by the student: associate degrees, diplomas (one- and two-year), and certificates. The goal the student has in mind and the manner he chooses to accomplish it determine what type of certification he will receive since each type of certification has different requirements. One point must be made clear again; that is, that the student is not forced, under any circumstances, to take any courses which are not directly associated with the knowledge or skill he wants to acquire. He may take a full two-year program, for example, in a given area without receiving an associate degree or even a diploma if he chooses to do so.

It follows from this that a student may complete a certain program without taking any general education or liberal arts courses at all. At first glance this may seem a very arbitrary decision for CTCC to make, especially in view of the traditional position that technical education without humanities and the sciences is not complete. Yet, CTCC feels very strongly that if its present position was not maintained many of its students would prefer no education or training at all to being forced to take courses which have horrified them in the past. In making such a choice, CTCC believes that a well-trained technician without the general education courses is immensely more profitable to society than an unskilled worker is---to say nothing about the importance of the improvement of the individual's sense of self-worth.

Part of the success of this position is reflected in the attrition rate experienced by CTCC. Attrition, as traditionally defined, is almost non-existent. During the 1974-1975 college year only two percent of the students left the college without the accumulation of any credits. For the two previous years the percentage of attrition is almost identical to that of 1974-1975. There is, of course, the possibility that because of the nature of individualized instruction, attrition should be re-defined and the fact that some

students leave without meeting their prestated goals taken under consideration. Even if such cases were included, the attrition rate would be just above 10 percent. Yet, in relation to that and according to the student termination records, a very negligible number of students, who have accumulated some credits, leave the college without a valid reason---employment being the most frequent one. The picture is still further complicated by the fact that many of the students who leave at some point of a given year re-enter the college before the same year is over.

The CTCC program is not, of course, unique. That is, the elements and ideas which it utilizes are not new or particularly unexplored. All of them have been used in some form or another in other institutions and some of them long before CTCC came into existence. What is unique, however, is that CTCC brought all those elements together and that it has utilized them throughout the instructional process to the absolute exclusion of any other styles or processes.

In CTCC there is not a single program or course that is not completely individualized. Traditional lectures are frowned upon---they are almost impossible to conduct anyway, as there are hardly any two students in a given course that are at the same point of progress of their studies. There are, however, provisions made for group discussions, if it is left this could be profitable to the students involved.

SUMMARY

The CTCC process seems to be particularly suitable to the life-span educational development of the individual. The flexibility in enrollment and completion of programs is almost incredible. There are no artificial limits placed on when a student may enroll in the college, how many programs he will change while he is attending, or how long it will take him to finish his program.

Every day is matriculation day and every day is graduation day. As a matter of fact, the college has no official or formal graduation exercises.

The advantages of continuous enrollment are, of course, apparent and important. However, the advantages of continuous graduation are not to be overlooked. After all, job opportunities do not just happen to occur only in June, August and January; they are occurring on a continuum throughout the year. Additionally, the complete acceptance of the stop-in and stop-out principle, combined with the continuous enrollment, provides the opening of unlimited horizons in education for the individuals who for one reason or another are unable to maintain, at a single time, a sustained and prolonged college attendance for their education or retraining.

The competency-based curriculum permits the student to move on as quickly as he achieves the competency or knowledge for which he is working. There are no artificial time limits set for the completion of such competencies, only proof that he has achieved them. This concept is also immensely helpful to individuals who either at work or in some other manner have achieved certain levels of competencies or knowledge. The CTCC program permits them to move on and gain appropriate credits as soon as they can pass appropriate evaluations incorporated in the instructional process. In this aspect, CTCC's answer to credit by examination is to provide the opportunity for the student to complete a course as soon as he can demonstrate that he possesses the competencies required by the course.

One of the tremendous advantages of a competency-based curriculum---as CTCC practices it---is that the artificial time limitations imposed by the quarter or semester academic terms are entirely obliterated. Even though the quarter term is used by CTCC, it is used entirely as a point of reference, instead of the factor for scheduling or, worse yet, as the determining measure for the student's tenure in a course. A traditional setting, a student must

spend a certain number of hours in the classroom, week after week, for the entire academic term no matter if he can complete his work in only a fraction of that time. At CTCC, he will be in the lab area only as long as it takes him to master the competencies required by the course. In a traditional setting, also, a student who may have to leave in the middle of the term might ---and most likely would---lose all his credit. At CTCC he loses nothing; the competencies he has mastered up to that point are recorded and when he comes back---a few weeks, months or years later---he may continue from the exact point at which he left.

The multi-mode instructional process provides the student with a number of different manners by which he can learn. CTCC's program recognizes the fact that no two individuals learn in exactly the same way and, therefore, makes provision for such differences. Additionally, the elimination of arbitrary requirements for program completions and the involvement of the student in the determination of not only his program but also the courses within that program, as long as he can gain the skill and knowledge he has set as a goal, has eliminated much of the waste of human talent which has been taking place in the sacrificial grounds of the advocates of the education of the "whole" man.

This, of course, is not to say that the latter philosophical thesis is not valid. It simply means that CTCC's position is that traditional concepts of what education is---or is not, for that matter---must not be permitted to interfere with the educational improvement of the lot of the individuals who either by choice, disposition, or innate ability do not care or are unable to meet, at a given time, the requirements of such education. The parenthetical remark "at a given time" should be noted here. In CTCC's experience, quite often "former" students will come back, or go to another college, a year or a few years after they completed their original goal at CTCC, in order to take

courses in the sciences, social sciences, English or the humanities. Many of the same students might have dropped out of school and possibly have never returned if CTCC had forced them to take such courses when they were pursuing their original goals.

The problems involved in the implementation of CTCC's program are of considerable magnitude. One of the most serious is the need for changing the basic philosophical position of the staff of the whole college, as well as the long-imbedded habits of such personnel. The teaching staff may be the most difficult to "bring around" because of their long familiarity with the straight lecture process. Individualized instruction presents very unfamiliar ground to them, and many may find it to be not only threatening but also much more demanding than traditional teaching styles. It follows that administrative and supervisory personnel must give their unquestionable support to it, if its implementation is to be successful. This is important especially for the registrar's office, since individualized instruction creates a host of new problems for them to solve.

CONCLUSION

CTCC began the individualized instructional process from the very first year of its existence. All key personnel recruited at that time understood this and were willing to try it. At the present, no new member of the professional staff is employed without first having undergone an orientation in the individualized instructional process of the college and agreeing to support it. In addition the college holds several in-service workshops throughout each year for its staff. It also provides an adequate travel budget so that even faculty members may attend workshops and training sessions in other parts of the country as well as for visitation of other institutions which have successfully implemented some phase of individualized instruction.

In closing, it must be stated that CTCC does not hold that it has all the answers to the ills that besiege traditional instructional processes. CTCC's program itself is not as refined and devoid of pitfalls and blemishes as CTCC would like to have it. The staff members of the college are aware of this, and there is a continuous effort to improve what they believe to be not only one of the answers to the shortcomings of traditional instructional methods, but also a very effective instructional process for the promotion of life-span educational development.

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CHAPTER NINE

EMERGING CONCERNS REGARDING TUITION-FREE EDUCATION

by

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Effective first semester 1973-1974, tuition and fees at the Rice Lake and Fond du Lac Centers were lowered to approximate fees charged at vocational institutions located in the same cities. When the Board of Regents in the spring of 1973 authorized the three-year experiment, they were interested in finding out:

1. the impact of the low fees on enrollment;
2. the impact on nearby vocational-technical schools and on public and private colleges;
3. the assessment of changes in the composition of student bodies at low fee centers relative to regular centers.

In the 1973-1974 low fee experiment report, no investigation was made to assess changes in the composition of student bodies at low fee centers relative to regular fee centers. This document intends to report some initial findings for the aforementioned objective.

For this report, data was collected from the following sources: the admission and registration materials, the fall 1973-1974 survey of the low fee centers and a fall 1974-1975 survey of the 14 centers, and the family income

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survey. The report is presented in two parts: (1) Impact on Enrollment and on Nearby Schools and Colleges and (2) Student Profile Analysis.

IMPACT ON ENROLLMENT AND ON NEARBY SCHOOLS AND COLLEGES

The following findings depict enrollment impact:

1. For the first year, after lowering tuitions, enrollment increased dramatically at both of the low tuition centers. Enrollment increase above the Center System average was 12.2 percent per $100 tuition decrease at Fond du Lac. There was a 4.8 percent increase per $100 per tuition decrease at Rice Lake.

   The enrollment increases leveled off for the second year: the rate of increase was 2.64 percent at Fond du Lac and -.95 percent at Rice Lake.

2. Students from other institutions did not account for a highly significant proportion of the enrollment increase at either of the low fee centers. In the fall 1974-1975, the rate of students transferring to the regular centers was 5.80 percent, while the transfer rate for the low fee centers was 8.19 percent. In the fall of 1973-1974, the transfer rate for the two low fee centers was 7.05 percent.

3. For the first year, new students (new freshmen and older adults) from the immediate vicinity of the centers accounted for the greatest portion of the enrollment increase at the two low fee centers. For the second year of the experiment, greater increases were evidenced in the continuing students category.

4. Enrollments at vocational schools in Rice Lake and Fond du Lac did not decline. In fact, enrollment increases during the past two years at these institutions were among the highest in the state vocational system.

5. For the first year, the Fond du Lac Center showed the largest proportionate enrollment increase, but the rural center, Rice Lake, showed an enrollment increase of perhaps greatest significance because it accounted for the total increase of all seven centers. For the second year, the increases for both centers leveled off. The urban-rural pattern merged at the first year did not hold true for the second year. However, the data seemed to suggest that the enrollment increase at Fond du Lac, an urban center, was greater than that at Rice Lake, a rural center. The rate of enrollment increase of Fond du Lac (above the urban centers average) was 11.2 percent per $100 tuition decrease for the first year and the rate was 2.09 percent for the second year. For Barron, a rural center, the rate of increase was 6.9 percent for the first year and .12 percent for the second year.

6. Low fees and campus location were the two most important factors which influenced the students to attend the centers during both experimental years. The factor of low fees was less important at those two centers for the second year.

STUDENT PROFILE ANALYSIS

The Regents were interested in the possible changes in the composition of student bodies at the low fee centers relative to regular fee centers. The following characteristics were investigated: racial heritage, residence status, commuting distance, age, and sex-marital status by part-time and full-time student status. The increase in part-time students has become a major trend in recent years within the UW System, especially in the Center System. In the fall of 1974, the UW System had approximately 4,000 more part-time adult students than in the fall of 1973. Of the 4,000 students, the increase for

the Center System was 321 students. Of the 321 students, the two low fee centers' enrollment was 94 students (30 percent of the total). These two centers have attracted more part-time students because of the low fees. The findings of the student body profile are:

1. For all the centers, the majority of the students (97 percent-98 percent) were white Americans. There were slight increases in the categories of blacks and oriental Americans.
2. Most students were residents.
3. The students were from immediate vicinities.

Profile by part-time and full-time analysis:

1. The percentage of part-time students ranged from 14 percent (Manitowoc) to 47 percent (Rock) in the fall 1974.
2. The part-time student took 4.52 credits. The most popular number of credits carried was 3.
3. Part-time students were older than full-time students. Full-time students al all centers were about the same age (18-20 years). Part-time students at the two low fee centers were older than part-time students at regular fee centers.
4. For all centers, about 90 percent of the full-time students were single. However, part-time students were distributed more evenly in all categories. There were more married female part-time students at the regular fee centers, and more married male part-time students at the two low fee centers. At Barron and Fond du Lac, substantial numbers of male managers, bankers, and professionals attended classes such as geology and accounting in the evening.
5. Some changes took place in the Center System's student body. Because of the low fee experiment, Barron and Fond du Lac did draw some different types of students.

A follow-up study was conducted to collect data on the families of those students who attended the Barron and Fond du Lac Centers, mainly because of low fees. The characteristics of the students' families under investigation were age, formal education, family income, number of children in the family, and number of children attending college.

The population of the survey was parents, guardians, and spouses of the students who attended the centers mainly because of low tuition. There were two kinds of student's families in the analysis, the families of dependent students and the families of independent students. The dependent student received financial support from his or her parents, and most lived at home. Independent students were self-supported or received support from their spouse.

The findings of the survey are:

1. For the dependent student's parents, the average age was 57 at Barron and 56 at Fond du Lac. Seventy percent of them had high school or some business or trade school education. On the average, the family had 4.42 children at Barron and 4.06 at Fond du Lac. The average number of children attending college in the family was 1.53 at Barron and 1.32 at Fond du Lac. Some of the families had two or more children attending college at the same time. The median income for the families at Barron was $12,000, and the median income for the families at Fond du Lac was $13,499.
2. For the independent student's family, the average age of spouses was 40 at Barron and 35 at Fond du Lac. This group seemed to be more educated. A substantial number had a college education. In general, the independent student had two children in the family. The median family income for the independent students at Barron was $10,843, and the median income for the independent students at Fond du Lac was $12,958.

According to Center System research findings, low fees did make an impact on enrollment. High tuition seemed to be a barrier to the economic group we described previously (the middle income family with a large family or with full-time employment). The initial findings seemed to provide some evidence that the middle income student was hit particularly hard because their parents' earnings were too high for them to qualify for many of the student aid programs. However, it is too early to generalize the findings because of the lack of data for comparison with other students at the 14 centers. It is recommended that a family income study should be conducted next year for all students.

ANALYSIS AND CONCLUSION

The following items seemed to emerge from the literature and the report as concerns that need to be considered. These concerns are not necessarily in the order of priority.

1. Since its beginning, this country has been built on the premise that all people would have an opportunity to be educated. It seems to me our forefathers, our grandfathers, our fathers, have assumed the responsibility and provided education through the public educational system by the taxation of all people. I personally feel a little guilty that our generation can turn its back on that same responsibility. Past generations have provided for our education and yet we have some who think it is appropriate that they not provide the same for future generations. I do not want to see our public institutions of higher education slowly becoming a rich man's or a poor man's institution. If we continue down the aids or loan track, however, we will achieve that goal and we will no longer meet the needs of a democratic society in the United States.

2. Tuition is only a very small part of the cost of education. Even with tuition-free education it will continue to be a tremendous struggle for students to bear the costs of lodging, meals, books, etc.

3. Tuition-free education will allow access to the program that is most desirous to the individual. Many of today's authors write from the vantage point of saving and protecting the institution in its traditional form rather than providing access to the individual it was originally built to serve.

4. The records clearly indicate that higher education is beneficial to society, both culturally and monetarily. Financial data points out over and over that added education, whether technical, vocational or academic, provides the individual with the ability to earn substantially larger amounts of money during his lifetime than the lesser educated individual. The data also indicates that through taxation of that added income, the individual more than repays the cost of his education. If then it is a monetarily sound investment and society can reap all the other cultural benefits that make for a better individual at no added cost, higher education is a doubly sound investment.

5. There are facilities available and paid for through state and local taxes. There are qualified faculty members available. It seems logical that we make the best utilization of our physical facilities, faculties and staffs that we possibly can. Tuition-free education will attract more people to use their facilities.

6. We must make higher education available to all people who need, want, or can use it. We must make it available at the convenience of the individual, not of the institution. Although many of the

writers on the large university campuses believe that "big is beautiful" and exhibits proof of a successful program, I think it is just as important that we have small campuses located in remote areas of the state which are easily accessible to the individual. It is equally as important that means are provided to evaluate those campuses to substantiate the quality of the programs on the small campuses.

7. One must take precaution that the ease of accessibility as a result of tuition-free education is not equated with automatic success. We must realize that those people who enter a program must meet realistic standards or they will be dropped from the program. We must be careful not to hinder the institution's ability to provide the highest quality education possible to those students who meet the set standards.

8. Traditionally higher education was for those people who recently graduated from high school and were preparing for the world of work. With our rapidly changing society, business, industry and professions, it is increasingly important that people are trained, retrained and retrained again. The forward-looking person will realize that his future depends upon his ability to change his vocation or profession by supplementing his traditional education. With that thought in mind, it may be equally as important to provide educational opportunity to a person ten years from retirement as it is to provide educational opportunity to the new high school graduate.

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